

ABSTRACT

This paper is trying to find out whether brainstorming using song, role playing, gesture, and pictures could help pre-school students in understanding language materials. The writer used qualitative method with case study approach in making the analysis. The way to collect the data is by field and library research. The informant is the teacher and the subjects of this research are 12 students of TK B at Star Kids pre-school, Tangerang. The data are taken from ten-week observation, assessment test, students' information from the teacher, and interviews with the parent. The research is limited to four types of brainstorming that used in three out of ten meetings. The observation refers to students' background profile, teacher's activities with students' responses in three classroom stages (presentation-practice-production) and students' activity score (attitude, performance and participation in class). The result discovers that from three brainstorming tools, role playing was the one that students preferred. Role playing had helped students in all level of performance by arousing their analytical thinking, imagination, and motivation in a fun and engaging way. In general, brainstorming helped pre-school students understand materials in English teaching and learning process.

Keywords: *Brainstorming, pre-school, second language learning, teaching tools.*